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ABSTRACT

This paper first reviews the development of gifted education in Taiwan over the last two decades and discusses the problems facing gifted education, including conservative definition-identification, the negative impact of entrance examinations, and curricula that are not challenging. The development of a pilot program for highly capable primary students based on Renzulli's Enrichment Triad Model is described. The program focused on using human resources, curriculum compacting, and enhancing creative productivity. A study of the students who received enrichment services found: (1) students who received curriculum compacting in math performed as well as before, although they spent less time in the regular mathematics class; (2) students were more attentive during regular classes because they spent less time and learning became more challenging; (4) other students without compacting did not show negative attitudes toward the students with compacting; (3) in general, teachers had a positive attitude toward compacting; and (4) when students were provided with training in cognitive and affective training, learning how-to-learn skills, using advanced research and reference materials, and developing written, oral, and visual communication techniques, it had a significant impact on individual and small group investigation of real problems and on creativity. (Contains 40 references.) (CR)

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An Enrichment Model:
A Study of Developing a Pilot Program for Gifted Students

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Abstract

The paper first reviewed the development of gifted education for the last two decades in Taiwan. The review indicated that gifted students enjoy some advantageous circumstances that regular students do not. Gifted education in Taiwan is, however, facing the problems of conservative definifion-identification, entrance examinations' negative impact and curricula that are not challenging. Searching for solutions, the author pursued a two-year research project in the Affiliated School(AS) of National Kaohsiung Normal University (NKNU). The research project was to develop a pilot program using Renzulli's Enrichment Triad Model. By doing research an enrichment program was developed. The purposes were to investigate:

1. Methods of curriculum compacting.
2. The impact of curriculum compacting on students' achievement, time and attitudes.
3. The impact of group training activities on students' creativity and creative-productivity.
4. Factors conducive to individual and small group investigations.

Observation, experimentation and interview were used to collect data. Findings concerning curriculum compacting, group training activities and investigations of real problems were discussed. Characteristics of the program developed were also described.

Key words:

Gifted Education; Taiwan; Enrichment; Triad Model.

Development of Gifted Education for the Last Two Decades

Motivated by the suggestions of the National Education Convention in 1962, administrators of two elementary schools in Taipei started an enrichment curriculum for gifted students in 1963. In 1971, an elementary school in Taichung City started a special class for gifted students. These students were enriched in mathematics, science and Chinese(Shu, 1978). In order to explore the characteristics of gifted students and develop appropriate, effective forms of education, the Ministry of Education began experimental programs for gifted students in 1973. Over time, these programs have gone through three stages. These stages, which included policies and guidelines, play an important role in the recent development of education for gifted students in Taiwan.

Stage one

The first stage of programming was designed to provide special education for gifted elementary students. This occurred from 1973-1979. During this period, the major pattern was the self-contained special class for gifted students in elementary schools. Enrichment was done in the special class. To be in this program, students had to have outstanding achievement or an IQ of at least 130, or be recommended by teachers (Ministry of Education, 1973). In 1978, Taiwan Normal University proceeded with an evaluation of eighteen classes from six experimental schools. In addition, the same number of gifted students from regular classes in the same area were selected for comparison groups. Results showed that programs for elementary gifted students were beneficial for children's academic achievement in Chinese and math(Wu,1983). However, since all the highly capable students were in the same class, the competition was great. Students also suffered from the pressure of parents' and teachers' expectations. Therefore, their self-concept tended to be more negative than the self-concept of gifted students in regular classes. They also lacked self-confidence and showed more hostility toward each other than did gifted students in the regular classroom(Kuo,1979)

Stage two

The second stage of programming was designed to extend special

education to gifted students at the junior high school level. Since evaluation of stage one revealed some problems with the self-contained special class, resource room programming was also made available(Ministry of Education,1979). Gifted students were in regular classrooms, but during certain times they were able to take advantage of resource rooms and the help of teachers(Chung,1981).

During the second stage,more and more schools provided programs for gifted students. The programs also included talented students in music, art and dance. By 1981, there were 69 schools which provided special programs for gifted students. Among them, 40 schools had programs which served intellectually gifted students and 29 schools served students talented in music, art or dance. The total number of students served in 1981 was 5,055, with 362 professional teachers involved (Gifted Education Quarterly, 1981).

In an effort to explore the effectiveness of the second stage(1979-82), an evaluation was done by the National Taiwan Normal University. Twelve junior high schools with 1,087 gifted students from self-contained special classes and resource rooms were involved in this study. In addition, 1,046 bright and high-achieving students from regular classes in the same schools were randomly selected as a comparison group. The methods used were field visits and questionnaire surveys. The major findings from questionnaires were these: (1) Gifted students from both types of classes showed better interpersonal relationships than the bright students from regular classes; gifted students from the self-contained special class showed better creative thinking and academic achievement than did those from the resource class and the comparison group and (2) According to the parents of the gifted students, the students from the resource class shouldered heavier academic work than did those from self-contained special class(Wu,1983); They have heavier work because the schools with resource class often arranged the enrichment courses after school instead of during the classroom time. The major findings from the field visits were as these: (1) There were advantages and disadvantages for both the self-contained special class and the resource room class; however, the former was more supported by school administrators than the latter; (2) In general, the positive effects of the program for gifted students was confirmed; and (3) The resource classroom model had no marked effect in practice(Wu, 1983).

Stage three

The third stage of programming occurred from 1982 to 1989. In addition to services that were included in the second stage, this stage included opportunities to accelerate through the grade level sequence by skipping school years(Ministry of Education, 1982). Some statutes were also established to foster acceleration. For example, for the gifted children in elementary schools, the time of matriculation could be shortened by one year(The Statute of Compulsory Education,1979). Students in senior high schools would be guided according to their capacities, aptitudes and interests. Special guidance would be given to gifted students. The time of enrollment would be shortened in accordance with achievement(Law of High School Education, 1982). According to third stage programming guidelines and related statutes, the school years of each level, including elementary, junior and senior high schools and colleges, could be shortened up to one year, that is, gifted students could complete a college education and earn a bachelor's degree at the age of eighteen. Without acceleration they would be twenty-two years old.

A few studies showed positive results of the programs for gifted students. For example, 287 gifted students from grades seven to nine drawn from three junior high schools in Taipei were compared with 338 students from regular classes. Results showed that gifted students were superior to regular students in science and mathematics (Wu,Chen,&Tsai,1985). Another survey, which included a sample of students and teachers from six high schools, showed that gifted students benefited in the learning results compared with regular students. They had more resources available in the learning environments, higher level learning involved in the processes, and achieved higher in language, math and science(Kuo,1988). Also, a follow-up study of the students being served in programs for gifted students ten years ago showed that the students would like to be in the programs for gifted students again if they had the chance. At the time, 57% of the males and 75% of the females were in college. Overall, they had positive attitudes toward the program for gifted students in Taiwan(Chen,1989).

In 1984, the Special Education Law was promulgated. The law and its following regulations resulted in a rapid growth of the gifted education in Taiwan. Program resources were improved, and programs had more

flexibility. The services for highly capable students have been growing year by year. In 1982, the number of gifted students being served in special programs was 5,783, in 1989, the number increased to 16,716(Wu, & Chang, 1990). Up to 1995, the number has increased to 30,699(Chang,&Liau,1995).

Over the past twenty years, with the efforts of law makers, administrators, educators, parents and many others, gifted students in Taiwan now are given more and better opportunities to learn and grow. The advantages for gifted students provided by the school system include earlier enrollment, acceleration, more and better teachers,access to special programs, additional avenues to schools, and more resources available. These advantages come from official policies and are protected by law. Many opportunities have thus been created to serve the special needs of highly capable students. Without these opportunities, highly capable students might have difficulties adjusting to rigid systems and group teaching. There is no doubt that gifted students in Taiwan enjoy some advantageous circumstances that regular students do not.

Problems and Challenges

Data above has shown special services advantageous to gifted students. Gifted education in Taiwan is however still facing many problems. Some problems are discussed as below.

Definition and identification

According to the Supplementary Guidelines for the Law of Special Education (Ministry of Education,1987), giftedness is defined as being superior in general ability, academic aptitudes, or special talents. To be gifted in general ability, two criteria are required. One is a score two standard deviations above the national mean IQ score. Another is achieving in the top 2% of grades in school. To be gifted in academic aptitudes, students need to be one standard deviation above the mean on achievement, intelligence and aptitude or creativity tests. They also need to score in the top 1% in one subject area, or be doing especially well on related academic contests. To be gifted in special talents, students need to be above average

on IQ and two standard deviations above the mean on aptitude tests. They also need to perform especially well in music, art or dance. The official guidelines state that major ceriteria for giftedness are test scores. Although teachers' recommendations and school performance are considered in the process of identification, test scores usually influence the final descision. Even the extra tracks to higher level schools are also decided by how well gifted students do on screening tests. Fortunately, from the research results of C. C. Kuo (1995), there were significant differences in academic achievement between the gifted group and the non-gifted group. It indicated the identification of the past years could select out the academically talented students.

The focus is however on school academic performance. Parents tend to consider the gifted class as an honor and a guarantee of their children to a better school. To help children squeeze in a gifted class, some parents even arrange private teachers to teach intelligence tests (Lin, 1996). With the conservative definition of giftedness, many students with potential who failed once by tests might lose better opportunities to develop their gifted behavior.

Entrance examinations' impact

The purpose of entrance examinations is to provide a fair means of identifying student candidates based on objective test scores. Students who do well on examinations go to schools with better reputations. Since these schools are usually public rather than private, less tuition is charged. To go to the best schools in Taiwan, students do not need to come from rich families. They only need to work hard on their studies and do well on entrance examinations. Doing well on entrance examinations is so emphasized by the society that it puts much pressure on educators, which even the educators involved in programs for gifted students cannot avoid. Evaluation of the second stage programming showed that the students in resource rooms shouldered more academic work. Students are given the materials to prepare for the entrance examination from both the classroom teachers and the resource room teachers, in after-school or weekend activities, and so it is no fun to be gifted in Taiwan ! Gifted students may learn faster, but they stay in regular classes as long as other students. They also spend extra hours after school in resource rooms probably learning the same things. Some parents may hire private teachers, too. At home, students again spend more time practicing material presented in textbooks. This indicates that gifted

students from resource rooms might actually spend three times as long on material as other students. In theory, they should spend less time learning the same materials. No wonder they prefer self-contained special classes. Since students in special classes had higher academic achievement than those in resource rooms (Wu, 1983), parents tried hard to transfer their"gifted" children to special classes. The special class became the "entrance-exam-preparation class', defeating the purposes of gifted education. This indicates that entrance examinations were being over-emphasized. It is the policy of the Ministry of Education to extend the compulsory education to senior high schools in the future. This will lead to the cancellation of entrance examinations from junior high to senior high schools. The pressure on students in junior high schools might be reduced at that time. Programs for gifted learners in elementary schools are not so much influenced by entrance examinations. Teachers can target broader or higher-level enrichment without worrying about exams. Students can also "afford" to be interested in reading materials not included in textbooks (Lu, 1982).

Exams might help motivate students to work harder, and may identify candidates uniformly and force schools to cover all materials from textbooks. On the other hand, entrance examinations put too much pressure on students, parents and teachers. This results in manipulating the direction of curricula. Teachers emphasize and teach whatever will be examined. Focus is not on higher level learning. A great deal of time is rather spent on repeatedly covering material so that students can perform quickly with limited time when under pressure. Curricular material that is not going to be tested can easily be neglected and schools might "exist" for the preparation of students for entrance examinations. Under this pressure, especially in high school levels, systematic productive enrichment for gifted students is not easy. This indicates that entrance examinations are over-emphasized.

Curricula and teaching methods

There are textbooks for elementary, junior and senior high school levels. More deepened, broadened and accelerated curricula should be designed for the needs of individual gifted students (The Ministry of Education, 1986). Curricula and teaching methods are influenced by the pressure of entrance examinations. Covering the material in textbooks is the major concern, since

items on entrance examinations are created based on textbooks. Deepened enrichment in textbooks contributing to entrance examinations is welcomed by high school students. On the other hand, pupils from elementary schools do not need to worry about entrance examinations. Broadened enrichment other than what textbooks can offer is thus enjoyed by them (Chen, 1989). An evaluation showed that teachers put greater emphasis on teaching knowledge, and failed in individualized instruction and creativity. Their enrichment courses were generally developed without systematic design and appeared odd and incomplete (Wu, 1983). One study also showed that there is no significant difference in terms of creativity among gifted students from self-contained special classes, resource rooms and regular classes (Wong, 1985). Professor Wong (1996) mentioned that problems of curricula in Taiwan are:

1. Curricula prepared by teachers themselves from gifted programs usually are not very well organized.
2. Curriculum content and teaching materials are influenced by entrance examinations.

Alloting time for enrichment is a problem. Compacting and pulling out from regular classes during school hours seldom happens. Management is difficult for administrators. Besides, neglecting materials that entrance examinations are going to cover makes parents and teachers uncomfortable. As a result, enrichment usually happens after school hours. Gifted studenrts might feel bored in regular classes and yet repeat the same material after school hours while other students enjoy going home !

Acceleration is another problem. Highly capable students are allowed to be graduated one year earlier on each school level. According to guidelines (The Ministry of Education, 1988), two criteria are required. One is an IQ of 2.5 standard deviations above the norm. The other is grades in the top 2%. Skipping the future school year is thus based on the past achievement. Achieving well in the past does not guarantee that students will learn new materials well. To make sure students have the ability to go to higher level schools, they are required to take achievement tests on their graduating level. However, the subjects are limited to math and language. A possible result might be producing some students who graduate earlier with one-year of curriculum omitted which is familiar to regular students.

A Program in Pursuit of Solutions

Some significant problems of gifted education have been described and discussed previously. To improve gifted education in Taiwan, it is improtant to challenge educators to possible solutions.

To solve the problems of definition and identification, a more liberal conception of giftedness should be proposed. As it has been mentioned in the previous section, giftedness is defined as being superior in general ability, academic aptitudes, or special talents. The focus of identification in intellectually and academically giftedness is high IQ and achievement scores. Only the top 2% to 3% has the chance to be provided with special services. As Professor Joseph S. Renzulli and Professor Sally M. Reis (1985) have pointed out that "many youngsters who are somewhat below the traditional 3 to 5 percent test score cut-off levels for entrance into gifted programs clearly have shown that they can do advanced level work"(p.21). To improve gifted education in Taiwan a program should therefore open to more students.

The problems of acceleration and time for enrichment can be solved by curriculum compacting. This is a system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating work that has been previously mastered or streamlining work that maybe mastered at a pace commensurate with the student ability (Reis,Burns & Renzulli, 1992). Gifted students learn faster; they do not need to spend so much time mastering the same amount of materials as regular students do. Compacting saves them time during school hours. They can take advantage of the time they have saved to go to the resource room for enrichment, rather than spending more hours after school. Acceleration in Taiwan is skipping future school years based on past achievement. The problem is past achievement does not guarantee future achievement. Compacting again can save time for enrichment and also guarantee the mastering of the regular curriculum. From this point of view, it is suggested that compacting be used to solve some of the problems discussed.

Because of entrance examinations' impact, higher level learning is not emphasized by parents, even teachers. One of the important purposes of gifted education is to increase society's supply of persons who will help to solve the problems of contemporary civilization by becoming producers of knowledge and art rather than were consumers of existing information (Renzulli, 1986). To accomplish the purpose, a program should emphasize

creative-productive giftedness, transforming students'roles from learners of prescribed lessons to first hand inquirers. The first-hand inquirer does not engage in an investigative activity to fulfill curricular or educational objectives. Rather, his or her purpose is to solve an existing problem, to add to our present body of knowledge (Renzulli & Smith, 1979).

Characteristics of the Pilot Program

Searching for solutions, the author started a two-year research project in the Affiliated School(AS) of National Kaohsiung Normal University(NKNU). Consist of a senior high division, a junior high division and a primany division, the AS was founded to meet the needs for educational research and experiments of NKNU. Supported by the National Science Committee the research project was to develop a program for highly capable students from primary division. Coping with the school environment and discussing with administrators and teachers from the AS, the program developed focused on using human resources, curriculum compacting and enhancing creative productivity.

Purposes of the progam

The two-year research project was to develop a pilot program using Renzulli's Enrichment Triad Model. By doing research an enrichment program was developed. Purposes of the study and program were investigating:

1.Methods of curriculum compacting.
2. The impact of curriculum compacting on students' achievement, time and attitudes.
3.The impact of group training activities on students' creativity and creative-productivity (demonstrated by numbers of individual and small group investigations of real problems completed)
4.Factors conducive to individual and small group investigations.

Research design and data analysis

The study was to develop a pilot program. While developing the program,

data were also collected. In the Affiliated School, from grade one to six, there is one class in each grade, with 40 students in each class. The program provided enrichment services for students who are able to benefit from those services. To collect data, methods of action study, experimentation, observation and interviews were used. The research project began in September,1995 and was completed in June, 1997. With the guidance of the author, the program started with a few teachers who agreed to provide services for highly capable students. The author spent lots of time talking to teachers. By providing the rationale and by discussing with them, the author was supported. Working together with teachers, many meetings with parents were arranged. With the support of teachers, parents and school administrators, and by cumulating human resources, enrichment services were then gradually put to work. Influenced by the school environment and the willingness of teachers to cope with "extra work", data collected and students involved have limitations.

For the study purposes of number one and two, fifteen students fom grade 2, grade 3 and grade 6 were compacted in math. The mathematic diagnostic pre-test demonstated that 36% of students have shown mastery of the materials more than 20%, 18% of students more than 40%, 10% of students more than 60% and 3% of students more than 80%. By providing the information of the IQ test, the mathematic achievement test and the mathematic diagnostic pre-test, fifteen students were recommeded by teachers and received compacting in math. The students were observed before and during curriculum compacting in regular classes. Students, their parents and teachers who did compacting were also interviewed.

An experimental research method was used in pursuit of the third purpose. The design is a Quasi-Experiment With Control Group. Among the students with the above average ability from grade 3, 4, 5, and 6, two groups pairing with sex, grade and achievement were randomly assigned to the experimental and the control group. Assessed by teachers using the Williams Creativity Assessment Packet, there were no significant differences between the two groups. There are 31 students in each group.

The independent variable is ten Group Training Activities (Type II in Renzulli's Enrichment Triad Model). Each time, each week during the period scheduled for extra-curricular activities, there were two hours training in Type II skills, including cognitive and affective training, learning how-to-learn skills, using advanced research and reference materials and developing written, oral and visual communication techniques (Renzulli & Reis, 1985).

The person who did the Type II training is a teacher, also a graduate student of the author. Students from the experimental group were organized under the science club (including social science). During the same period students from the control group participate extra-curricular activities regularly. One of the dependent variables was students' creativity levels on Williams Creativity Assessment Packet in the sections of Creative Activities and Creative Tendencies. The other was numbers of the Individual and Small Group Investigation of Real Problems (Type III) accomplished.

Students who were interested in doing a Type III were encouraged to develop a research management plan. Students with similiar interest were welcomed to work together. Each plan was assigned to an adviser to play the role as a managerial assistant, methodolgy counselor and facilitator. A human resource questionnaire was given to the parents of all students and teachers in the Affiliated School and to all the faculty members from NKNU. Using the questionnaire,human resources were cumulated and organized to meet the needs of students with different interest.

For the fourth study purpose, qualitative description was used. To investigate factors conducive to the accomplishment of Type III, students who have completed a Type III were interviewed. Their parents,teachers, and advisers were also interviewed. The sampling is purposeful and comprehensive. Field notes and transcripts of the interviews were analyzed by unitizing, categorizing and searching for the meaning.

Findings and significance of the program

1. By continuously evaluating students' performance in math and analyzing their tests' scores in regular classes, it was found that students who received curriculum compacting in math performed as well as before although they spent less time in the regular mathematic class. This indicates that curriculum compacting does not have negative impact on students' performance in the regular class.

2. From reviewing the teaching records and by interviewing math teachers, the fifteen students receiving curriculum compacting were able to save time in the regular class. Instead of staying in the class learning what they have already mastered, they went to a resource room or to the library to participate in enrichment activities. They saved time in regular classes from 33% to 64%.

3. By observing students' behavior in regular classes and resource rooms and by interviewing students, math teachers and parents, some findings were as follows:
   * Students are more attentive during regular classes because they spent less time and learning became more challenging.
   * Students have positive attitudes toward enrichment activities using the time they have saved. Activities are more interesting because students' preferences were considered in arranging the activities. Activities are also more challenging because the learning is oriented higher-order thinking.
   * Other students without compacting did not show negative attitudes toward the students with compacting. When the top students are out of the class, more students have a chance to demonstrate their talents and become more confident.

4. Compacting was done by math teachers in regular classes. Usually they teach basic conceptions at the beginning of each unit. When more specific materials are covered and time for practice is allowed, students are then allowed to leave the regular class. Sometimes teachers also separate students into different groups with the compacting group receiving differentiated teaching. In general, teachers have positive attitudes toward compacting. They believe it provides a learning environment more challenging and interesting to students. With 40 students in each class, compacting is, however, a challenge to teachers of the regular class.

5. From the experimental design, it was found that the Group Training Activities (Type II) have significant impact on Type III and creativity. During and after ten Group Training Activities, there were eleven management plans handed in with 22 students involved. Seventy-one per cent (22 out of 31 students) from the experimental group proposed to do Individual or Small Group Investigation of Real Problems. Among students from the control group, only one management plan was handed in with three students involved. Out of 31 this is only 9.7%. In terms of the percentage of students who handed in a management plan, the difference between the experimental group and the control group is significant.($X^2 = 24.2 * * *$).

   After the management plan was handed in, an adviser was assigned to

each plan. Students were guided and mentored by the adviser. Then, after three months, before the end of the semester, students who completed the research plan presented their findings during the Type III fair. There were 7 plans accomplished, all from the experimental group. The topics of the Type IIIs and the students' grade level are listed as follows:

* A study of catfishes (three 5th graders)
* A study of some dangerous road intersections in Kaohsiung City (a 4th grader)
* A survey of pupils' popular idols in the Affiliated School to NKNU (three 6 th graders)
* A survey of pupils' breakfast in the Affiliated School to NKNU. (two 3rd graders)
* Life of a psychidae (one 3rd grader)
* The impact of different kinds of water on cortilaginuous carps (three 6th graders and one 4th grader)
* Making my own homepage (one 6th grader)

Ten Group Training Activities had an impact on creativity. Using Williams Creativity Assessment Packet, the post tests have shown that the mean scores of the experimental group are significantly higher on openness ($t = 4.05$ ***), originality($t = 2.63$ *), elaboration($t = 4.03$ ***), and title($t = 2.85$ **).

6. Analysis of transcriptions and fieldnotes from interviews, factors conducive to the accomplishment of Type III are listed as follow:

※ Students chose their research topics based on their interests. They did the research because they love it. Doing research was very time-consuming and did not get them any scores, but they still did it. Because they were interested in the topic, they were motivated to accomplish.

※ Group Training Activities helped students in scientific conceptions, research skills, thinking skills, using reference materials and communication skills. Therefore, Type IIs helped Type IIIs.

※ Advisers played the roles of mentors, methodology guidance and providing research facilities and related information. Advisers also encouraged students. Without the help of advisers, students who did their first scientific research would feel difficult and frustrated.

※ The survey of human resources made it possible to provide advisers in different fields adjust to students' various interests. The program cummulated human resources from teachers in the Affiliated School, parents and faculty members of NKNU. The human resources has become the advantage of the program.

※ Communication with parents is important. There were many meetings with parents in the program. Because parents knew the educational function of Type II and the value of doing a Type III, parents supported the program. Some parents also played the roles as advisers successfully. When they know it's good to their child and they can help they go ahead without hesitation.

7. Students benefit from the Type II training and the Type III experience in the following way:

※ Students learned how to learn and how to do scientific research.

※ Students enhance their creativity levels.

※ Students showed communicative skills to influence audiences.

※ Students have demonstrated their commitment to becoming an expert on the topic chosen by them based on their interest and willingness. Parents said that they had never seen their children working so hard for so long. Students stayed up late, not because they were forced by teachers or parents or test scores, but because they wanted to accomplish the research. Gifted behaviors have been developed through the process of Type II to Type III.

The two-year research project was to develop a program providing enrichment services for student who can benefit from those services. The team work of many people including the principal, parents and teachers of the Affiliated School and colleagues of NKNU, the program has actually served many students and provided in-service training for teachers. The two-year effort has developed the program with the following characteristics:

* Curriculum is compacted for students good at mathematics.

* Human resources have been surveyed and acummulated.
* Students' interests are emphasized.
* Parents and teachers are involve in developing the program.
* Providing Type II training.
* The goal of the program is to develop gifted behavior.
* Attempting to open the door for more students.

A trend of educational reform has been developed in recent years. Some of the goals are to decentralize the educational administration, to provide more educational opportunities for all students and to enhance more flexible and open education. This reform movement deserves attention from those committed to special education, because openness and flexibility are important to develop potentialities for the gifted and talented. Rather than: "You(students) prove(by screening tests) that you are gifted, then you will have the privilege to be served by special education. The resources will not be given to you except you are being labeled as gifted". We should: "Be more liberal and broaden conceptions of giftedness and provide open education to all students so they have the access to enrichment and challenge activities and have the opportunity to demonstrate their gifted behaviors". Don't ask me whether I am gifted or not. Give me a chance!

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